DOCUMENT RESUME

ED 374 905 PS 022 733

AUTHOR Perrett, Ruth
TITLE Girls and Boys. Australian Early Childhood Resource Booklets No. 3.
INSTITUTION Australian Early Childhood Association, Inc., Watson.
REPORT NO ISBN-0-909860-94-7; ISSN-0-156-0999
PUB DATE 88
NOTE 19p.; Photographs may not reproduce well.
AVAILABLE FROM Australian Early Childhood Association, Inc., P.O. Box 105, Watson, Australian Capital Territory 2602, Australia ($6.25 Australian).
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Child Development; Childhood Attitudes; Classroom Environment; *Early Childhood Education; Foreign Countries; Parent Participation; *Sex Bias; *Sex Fairness; Sex Role; Sex Stereotypes; Teacher Student Relationship
IDENTIFIERS Australia; Gender Balancing (Curriculum)

ABSTRACT

Research on academic subject selection and socialization for girls and boys suggests that a gender imbalance exists in the education of children. This imbalance often results in problems of low self-esteem and a limited sense of career options as children age. Adults in early childhood classrooms need to implement a program in which the teacher is a positive role model and children are encouraged to participate in all activities. Teachers also need to build self-esteem among children through praise that does not perpetuate traditional male and female stereotypes. To be successful, this process must include parents. Suggestions for early childhood teachers on how to integrate an inclusive curriculum involve activities in the following areas: classroom observation, personal philosophy, expectations, children's self-esteem, classroom organization, inclusion of parents in school and at home, and acquisition of professional support. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 374 905

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PS 022733

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Pam Cahir
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AUSTRALIAN EARLY CHILDHOOD RESOURCE BOOKLETS are published five times each year, by the Resource Booklets Committee of the Australian Early Childhood Association Inc., Knox Street, Watson, A.C.T. 2602.

Committee Members
Robyn Triglone (Editor)
Elizabeth Dau
Lesleigh Eley
Helen Hamilton
Elspeth Humphries
Kath Larsson
Rodanthe Lipsett
Therezia Mihajlovic
Veronica Wraith (Editorial Assistant)

The purpose of the Australian Early Childhood Resource Booklets is to provide a forum for the publication of Australian information which will be a resource to people interested in young children.

Subscriptions to: Australian Early Childhood Resource Booklets
Australian Early Childhood Association Inc.
P.O. Box 105
Watson, A.C.T. 2602
Yearly (5 issues) $16.00 including postage (1988)

Author: Ruth Perrett
Area Principal
Central Canberra Area Preschool

Photographs: Ruth Perrett; Robyn Triglone; Glenice Howe; Kevyn Westbrook; Duffy Primary School.

ISSN 0 156 0999
ISBN 0 909860 94 7

Printed by Goanna Print Pty Ltd
BPD

GIRLS AND BOYS

By
RUTH PERRETT

CONTENTS

Introduction 2
Is a Gender Inclusive Curriculum an Early Childhood Issue? 2
Research Table 4
Gender Inclusive Curriculum in Early Childhood Classrooms 5
Role of Adults in Early Childhood Classrooms in Expanding Options for Children 5
- Personal Philosophy 5
- Access versus participation 7
- Developing Children's Self Esteem 8
- Working With Parents 9
Practical Suggestions 10
- Action Research 10
- Personal Philosophy 10
- Expectations 10
- Self Esteem 11
- Organisation 11
- Including Parents in the School Program 12
- For Parents At Home 13
- Personal Support for Teachers 15
Conclusion 15
References 15
Further Reading 16

INTRODUCTION

Shelley: **"I want to be a nurse, and I want to have some babies as well."**

Brett: **"I want to be a pilot or an astronaut. If I'm not one of them, I want to be a soccer coach or the man who owns a Woolworths shop."**

These responses by two Canberra five year olds to the well worn question "What do you want to do when you grow up?", are sadly quite predictable. Shelley's expectations include a traditional female caring career coupled with that of mothering (the babies were to be her own not those in the maternity ward). Brett's expectations encompassed a career in small or large business, sports, science or the services.

It would appear as if 5 year olds are already interpreting societal expectations as to the future work roles for girls and boys, even though many families, child care centres and schools are working very hard at showing children a wide range of lifestyle options.

The narrowness of expected female work options is mirrored by statistics that indicate that two thirds of all female employees work in the three areas of clerical, sales and service, sport and recreation. Males are spread over the full gamut of occupational choices, and fill 72.3 per cent of all administrative, managerial and exécutive positions (A.B.S. The Labour Force. Nov. 1985). Women are also in positions which are paid at substantially lower levels than men resulting in the average weekly wage for men far outstripping the average weekly wage for women.

Most people are aware of the following recent societal changes:

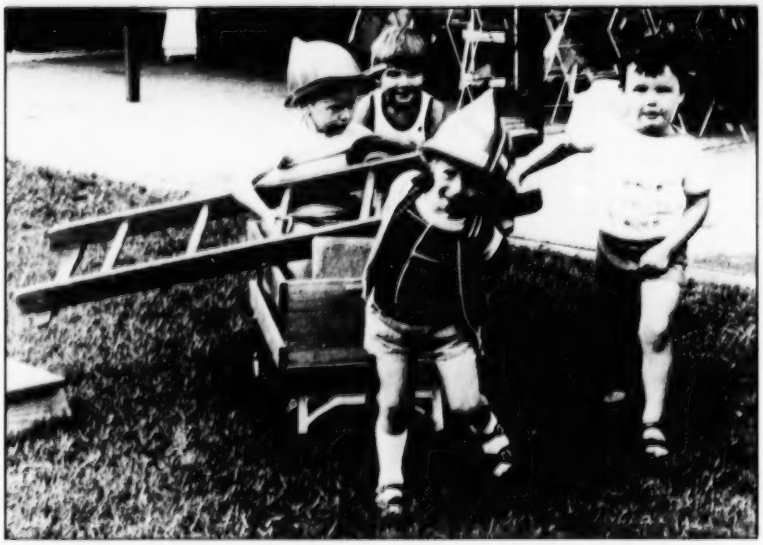
- Parents are electing to have smaller families.
- Women spend fewer years child bearing and rearing.
- Men are encouraged to participate in parenting and home management activities.
- Women with families may spend over half of their adult lives in the paid work force.
- Over 80 percent of single parent families are supported by the mother.

Have parents, carers and educators responded to these changes in society? Have our expectations of our children in terms of activities, abilities, education and careers kept up with these changes? Shelley does not indicate that we have. I would hope that her primary and secondary schooling and her parental and peer influence will result in a wider choice of career and life options. And what of Brett? He's thought of lots of career options but no lifestyle options. Will he have a family? What of the area of communication - does he see music or the arts featuring in his life interests? The high rate of deaths of males through stress related illness indicates that males need to expand the focus of their lives beyond that of the work place.

IS A GENDER INCLUSIVE CURRICULUM AN EARLY CHILDHOOD ISSUE?

A great deal of research has been done and a great deal of publicity has been given to the selection and educational options, the subject selection and the socialisation of girls at the secondary and tertiary level. A picture has developed of teenage girls who have low self esteem, select subjects and careers from a narrow, safe range of options in their wait for Mr Right to marry them and carry them off to a life of bliss and babies. Teenage boys have been shown as aggressive, competitive success stories who strive for high level professional positions following their tertiary level training in the sciences, engineering or computing. Of course we all thankfully know many exceptions to the above picture. But the exceptions are not particularly apparent statistically.

Research in the primary and early childhood areas about abilities, aptitudes and behaviours of a gender based nature have been somewhat slower in materialising. The problem was more visible and immediate in its consequences at the late secondary level, and so research and money was made available to "correct" the gender imbalance at this stage. The following table is presented in an attempt to show that the picture that was so patently obvious to people looking at secondary aged girls and boys, is in fact in evidence in 4 and 5 year olds in preschools as well as in the adult community. In fact our society presents as one that develops strong gender based skills and attitudes in its members.



Our society presents as one that develops strong gender based skills and attitudes in its members.

RESEARCH TABLE

Adulthood	Secondary School	Preschool
Women with families may spend over ½ their adult lives in the workforce. (Morgan 1986)	School retention rates of girls to year 12 are increasing. (Anderson and Verboorn 1983)	In Canberra, 92% of 4 year olds are enrolled in preschool. (A.C.T. Schools Authority statistics 1987)
⅔ of all women work in the areas of sales, clerical and service. ⅔ of all men work in 69 separate areas of work. (Australian Bureau of Statistics 1984)	Girls selecting narrow range of traditionally female subjects which deny them entry to a wide range of tertiary/training institutions. (1986 Year 12 Study ACTSA Accreditation Section)	Girls select from a narrow range of available activities. (Bruce 1985)
Woman's self esteem as a career person is difficult to sustain when 72.3% of all administrative, managerial and executive positions are filled by men. (A.B.S. The Labour Force. Nov. 1985)	Self esteem in girls is most fragile at year 8 when subject choices need to begin. Self esteem heavily influenced by peers and the media. (Morgan 1986)	Girls identity and self esteem still strongly supported and influenced by mother. Boy's identity and self esteem more strongly internalised and developed. (Gilligan 1982)
Societies resources have traditionally supported men's endeavours. (Spender 1982)	Resources in remedial/ compensatory education dominated by boys. (Gissing and McGrath, n.d.)	Applications for early entry into preschool for special needs predominately for boys. (A.C.T. Schools Authority statistics)
	Teacher time is dominated by the demands of boys. (Spender 1982)	Teacher time is dominated by the demands of boys. (Ebbeck 1985)
Male sports and sportspersons accorded higher status in society than female sports and sportspersons. (Gissing and McGrath, n.d.)	Girls avoid sport. Resources given to male sports. Girls less fit. Lack of physical abilities reduces girls self esteem. (Commonwealth Schools Commission 1986)	Girls skills with sports equipment e.g. bats, balls, less developed than in boys. (Adams and Walkerdine, 1986)
More men than women develop stress related diseases. (Gissing and McGrath, n.d.)	Boys learning style is personally competitive rather than co-operative. Boys seek out adults for help with cognitive problems. (Clelland et al., 1986)	Girls seek adult and peer approval as proof of success. Girls seek adults' help more than boys but for reasons less likely to foster cognitive development. (Hodgeon 1985)

This table suggests that curriculum options and participation levels need to be looked at in all sectors of society and therefore at all levels of schooling. A gender inclusive curriculum is as essential in the early childhood area as it is in the secondary school.

GENDER INCLUSIVE CURRICULUM IN EARLY CHILDHOOD CLASSROOMS

To those who work with children in the early childhood area, the issue of a gender inclusive curriculum is often dismissed with comments such as "I have a developmental program that is based on the needs of the individual", or "All activities are freely available for all children to select from. It's not my fault if only the boys play with the blocks".

Checklists and observational records provide evidence of Shelley's and Brett's abilities to use scissors or jump with two feet together. But what does Shelley's teacher know about her ability to handle physical harrassment on the climbing tower, verbal harrassment in the block corner or aggressive, demanding boys on the mat at talk time? And do we know how Brett handles conflict and emotional situations? To have access to teacher time, to have access to all available equipment and to develop social abilities, Shelley and Brett will need to develop skills other than those of cutting and jumping.

To leave the development of such important life skills to chance is surely abandoning our responsibilities to the children in our early childhood classrooms. In addressing the issue of a gender inclusive curriculum, teachers need to look at expanding curricular options for girls and boys, and reviewing the sexist nature of our language and the many resources we use in classrooms with our children.

ROLE OF ADULTS IN EARLY CHILDHOOD CLASSROOMS IN EXPANDING OPTIONS FOR CHILDREN

This is an issue of paramount importance as the young child is so influenced by the important adults in his/her daily life.

Personal Philosophy

A teacher's personal philosophy is evident in the way she/he plans and implements the daily program. A staff who value all activities and materials as important to the total development of the child will be seen in most areas of the playroom and playground during each session. In this way an expectation is passed on to the child that all activities are important and valued. The teacher acts as a role model in transmitting this expectation.

Staff who value all activities and materials as important to the total development of the child will be seen in most areas of the playroom and playground during each session.

Being a good role model is not easy for the staff working in this predominantly female work force. Many women are aware that some of the children who are in their care may not have a male teacher until they reach secondary school. This puts pressure on staff to be all things to all children. Women can't show expertise in all areas of the curriculum any more than men can. However it is important to show interest in all areas of learning and to seek the help of parents and other professionals in presenting a complete learning environment for all children.

To allow personal interest and expertise to dominate programming may result in the following type of biased development in children. If the assistant spends his/her time solely at the craft table and the teacher spends her/his time solely in the garden then the child receives a number of messages that restrict growth:

- If I want adult approval I need to be at the craft table or in the garden
- If I want security I need to be at the craft table or in the garden
- If I want to play freely and unsupervised I play in the home corner, block area or on the fort
- The only things in school that really matter are craft and the garden.

Such a philosophy results in a very narrow spectrum of options depending on a child's present needs and abilities. The dependent, insecure child will have well developed fine motor and gross motor skills developed through gardening and craft activities and develop skills in attending and following directions, but will be likely to remain dependent and insecure. The confident child will have good spatial abilities developed through block play, developed language abilities through natural conversational interactions, well developed gross motor skills through using the playground equipment and developed survival social skills. Neither child will have had an educational experience that expanded his/her options for play or broadened their abilities and skills.

Access versus participation

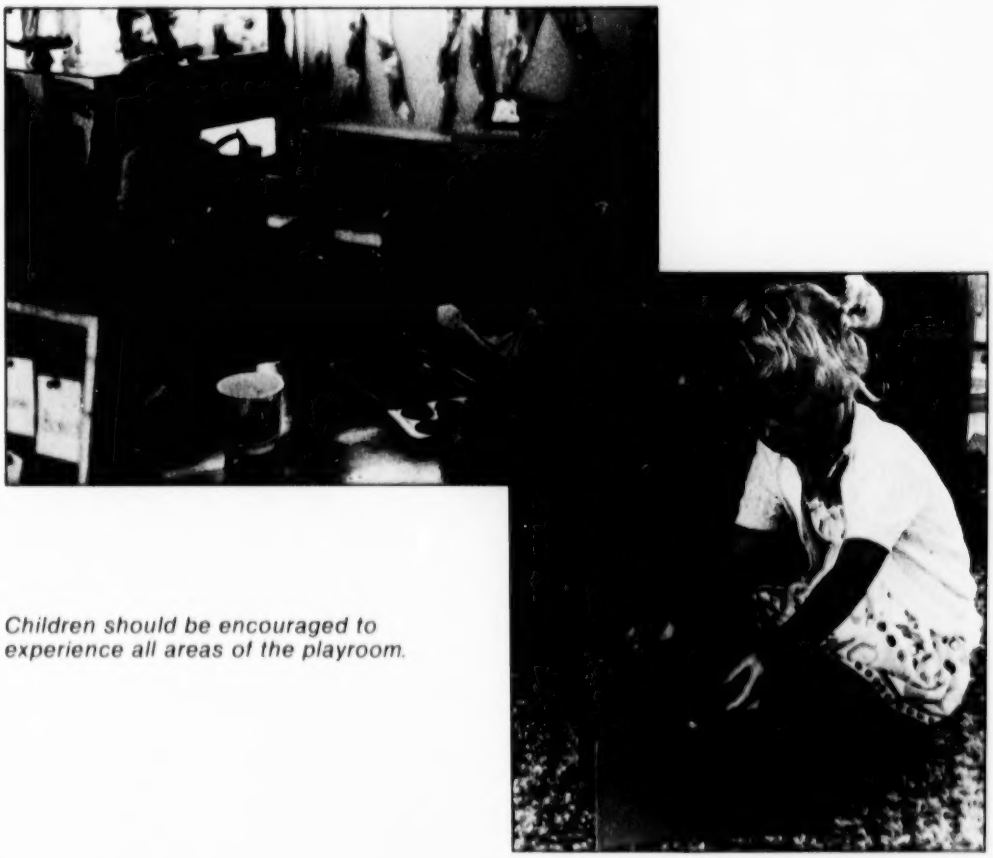
Most early childhood settings allow children a considerable amount of free time to select from the activities and equipment available each session. Research (Ebbeck 1985, Bruce 1985, and Meade, 1985) indicates that children choose activity bases that are of a traditional sex biased nature:

i.e. girls select the home corner and craft activities more than boys do,

boys select the block area, manipulative and construction materials more than girls do.

If teachers strongly believe in the educational purpose of each activity they offer then it becomes important for all children to have experiences with the materials and activities provided. To suggest that the mere provision of activities is where the role of the teacher ends would be to deny educational and developmental options to children.

Girls are less likely to develop an understanding of space, balance, structure and proportion if they never play with blocks. Boys will not see the role of parenting or the skills of home management as challenging, satisfying and appropriate to themselves if they never have the opportunity to role play such activities in the home corner. Strategies to encourage participation need to be developed to ensure all children not only have access to all activities and equipment, but also experience all areas of the playroom and playground.



Children should be encouraged to experience all areas of the playroom.

Developing children's self esteem

Self esteem is central to the issue of extending options for children. Research by Morgan (1986) and Commonwealth Schools Commission (1984) indicate that self esteem is an important issue for girls at the secondary school level and is a major factor in subject choice and career choice.

A child's self esteem is fragile and constantly being reshaped by the criticism and praise of those who are important to the child. Parents and staff who work in the early childhood area of education can therefore play a major role in strengthening the child's self esteem so that it can weather the battering it will take during adolescence and at other stages during the child's development. Children will gain in confidence and competence if their self esteem has a broad base that is constantly expanding.

Parents and teachers alike need to praise boys for things other than being clever and strong. They also need to give attention to boys activities and interests rather than constantly drawing attention to them for control or discipline reasons. Adults often reinforce the strong aggressive male stereotype by the praise and criticism that is given to the young boy. He then thinks well of himself only if he lives up to this stereotype.

The following comments limit the breadth of a young boys self esteem and perpetuates the traditional male image that many men would like to be free of.

- "Stand up for yourself son, don't be a cry baby."
- "Look after your sister, there's a little man."
- "What a little toughie. He'll play for Australia one day."
- "Here big boy, how about a fight?"
- "Don't play with those you sissy, they are just for girls."
- "Sure it's scarey, but you're a big brave boy."

Girls are told from babyhood how pretty they are. The family, the school and the media often reinforce this obsession with a girl's looks. Girls are "dressed up" more than boys and they are made a fuss of by adults when they appear in new clothes. Girls are also praised for good behaviour and the expectation is given that they will behave better than boys. A girl's self esteem is very fragile if it is built up solely on her appearance and her good behaviour. A rash of pimples as an adolescent and a spilt cup of coffee at a tea party has the potential to destroy her self esteem completely!

What about a girl's interests and abilities? Surely these need to be promoted to ensure a strong and assertive young girl,confident in her personality and achievements.How often do we hear these phrases which promote the narrow, submissive path of female development that leads solely to motherhood and the search for physical perfection as dictated by the fashion media.

- "Isn't she a good little girl?"
- "Don't you look pretty today."
- "Girls don't do that."
- "I know the girls will help me."
- "She'll make a great little mother."
- "There, there, come and have a cuddle."
- Don't worry if you can't do it, I wasn't good at that when I was a girl."
- "Don't get those shoes dirty, there's a good girl."

Young girls are generally very anxious to please adults and are easily discouraged by failure. Failure often results in a personal response from girls - "I can't do it." Boys are less likely to internalise the failure and are more likely to blame external factors - "The ladder's too high" (Leder, 1981). If children are to have the persistence to try again they need to have a self esteem that can survive an original failure. If adults can help children deal with failure, rather that ensuring that children are always protected from failure, they will have gone a long way towards developing a resilient and strong self esteem.

Extend the base of girls' self esteem.

Working with parents

Parents are the prime educators of children and hence play the major role in developing young children's expectations of themselves and others. To ignore such a powerful force in children's lives is to over estimate the school's ability to affect attitudinal change. Parents and schools need to co-operate to expand children's horizons. Parents have been shown to be a teacher's most powerful ally in promoting a gender inclusive curriculum when they have been included in the development of such a curriculum and the background to the need for such a curriculum.

Parents need to be continually informed of the changes that may occur in classroom management, classroom resources and staff members' expectations. Gender issues can prove very threatening to many parents and hence staff need to present gender issues in a manner that is sensitive to the concerns of many traditional Australian families and many traditional migrant families.

By involving parents at the school front, parents come to question their own child rearing practices. They begin to look at their attitudes and the possible limiting effect these may have on their children's development. Child rearing behaviour is learned behaviour. It's behaviour that is fashioned by parents' own upbringing, their education, the media and their peers. Such behaviour can be modified by exposure to alternatives and such modification can in turn modify the behaviour of other parents. Thus the school can be the focus for a shift in attitudinal and behavioural change in the home that can expand life options for our children.

PRACTICAL SUGGESTIONS

Action research

Look at your own centre.

- Survey patterns of play/participation for girls and boys.
- Ask a colleague or your assistant to observe your interactions with the group
  - how much time do you spend interacting with boys/girls
  - are adult interactions with boys mainly of a control nature
  - are adult interactions with girls mainly approving of conforming behaviour and production of 'quality' art work?

Personal philosophy

- Examine your own curricular priorities.
- Do you value all areas of your program equally?
- Are you a good role model who is involved in all areas of the program?
- Have you examined resources to determine if they are presenting a balanced view of society to the children
  e.g. stories/pictures with girls/women in active, leadership roles
  stories/pictures with boys/men in caring and expressive roles.
- Do excursions/visitors extend options for girls and boys
  e.g. will both a policeman and a policewoman be visiting your centre to talk on road safety
  will both male and female nurses be on duty when you visit the hospital?
- Change names, pronouns in songs if sex stereotyping is apparent
  e.g. "Mr. Wally has a dolly who was sick, sick, sick ..."
- Use both male and female pronouns for animals.

Expectations

- Following mat time direct children to an activity base they would not often self select
  e.g. "Gerrard, Jim and Monica you can begin in the home corner today."
- Share children's successes with the group, and parents to establish peer and adult acceptance of children working and succeeding in non traditional areas
  e.g. "We are leaving this exciting block building until the end of session so that Clare, Suzy and Ben's parents can see it."
- Praise children who exhibit a breadth of personality
  e.g. "Jenny you are strong. Come and help me move this table."
  "Jonathan you're so gentle holding that baby guinea pig."
- Encourage and engineer cross sex play as this will disperse the influence of peers who have a strongly developed sense of traditional sex appropriate play.

Encourage and engineer cross gender play.

Self esteem

- Encourage girls to take risks
  e.g. "Have a guess Jane."
- Encourage girls to be persistent
  e.g. "Keep going Maryanne, you're nearly there."
- Help children to cope with failure
  e.g. "Bad luck Beth, let's try this one."
- Assist children to approach tasks logically
  e.g. "What might have happened next Kim?"
- Encourage boys to be less competitive and value a co-operative approach to problems
  e.g. "Mark and James, listen to Rodney so you know what he wants to do."
- Encourage boys to care about others
  e.g. "Christopher, please look after Mary while I get the bandaids."
- Promote all children's abilities particularly in areas they least expect.
- Encourage girls to solve their own problems and be strong and assertive with children who harass them. Teach them to say NO.

Organisation

- Use small teaching groups. They increase each child's chance of participation.
- Allow time to help children to gain new skills
  e.g. show girls how to build with the lego
  show boys how to dress dolls.

- Use circle meetings to solve group problems brought up by the staff or children. Have meeting rules to ensure that all children have the opportunity to be heard.
- Plan so that adults have time to spend at a variety of activities each session.
- Dress comfortably so that you can participate in all activities.
- Provide 'girl friendly' accessories in the block area (e.g. dolls, tea sets, squares of materials) rather than just cars and trucks.
- Provide a range of dress up clothes other than pretty nighties and dresses (e.g. jackets, clowns, saris, clogs, briefcases, overalls, etc.)
- Allow the quieter children to self select activities first to ensure that the more assertive children don't monopolise favoured activities.

Dress comfortably so that you can participate in all activities.

Including Parents in the School's Program

- Include parents on school based gender inclusive curriculum groups.
- Include parents of both sexes on school based inclusive curriculum groups.
- Parents who are negative about such program considerations are often 'won over' by being included in gender inclusive curriculum groups.
- Gender inclusive curriculum has gains for girls and boys. It is very threatening to many parents to introduce it as a 'girl's issue'.
- Keep parents informed through newsletters, information nights, open days, teacher's reports, etc.
- Take photos of children succeeding at non-traditional activities and share them with parents.

- Encourage parents working in non-traditional work areas into the classroom to talk about their work to the children.
- Attach research articles on gender inclusive issues to newsletters.
- Invite suitable speakers to address Parent Association meetings.
- Show suitable videos at Parent Association meetings.
- Display a wide range of suitable classroom resources at Parent Association meetings.

For parents at home

- Dress children comfortably - tracksuits, shorts, sneakers. Such clothing encourages and permits freedom of movement including running, climbing, swinging, playing with sporting equipment.
- Expect children to achieve at physical activities - "I knew you could climb that high Alice."
- Take both girls and boys to the park to learn to kick, throw, bowl, bat, etc.
- Take both girls and boys to the river to fish, catch yabbies and build bridges.
- Take both girls and boys on bush walks and cycle trips.
- Expect the same standard of behaviour from your son as your daughter.
- Don't expect or ask your daughter to constantly give in to the wishes of a demanding son when it comes to choosing what or where to play.
- Give both your son and your daughter "home" tasks e.g. wiping down tables, setting the table, etc.

- Teach both your daughter and your son "life skills" such as gardening, bike maintenance, caring for animals, cooking, etc.
- Control behaviour by talking about the safety of and consideration for others - resist phrases such as "girls don't do that" or "what can you expect, he's just a boy".
- Buy a range of toys - don't limit children by sex stereotyped toys.
- Cuddle and comfort your son just as often as you would your daughter.
- Discuss sexist stories, television programs and songs with your children - change stories to have female lead roles, change songs to have males who care for babies.
- Have available a variety of dress up clothes that interest your son as well as your daughter.
- Expect your son as well as your daughter to draw, cut, look at stories, make books, sing songs.
- Point out men and women working in non-traditional occupations.
- Provide extra curricula opportunities such as sport and music for your son and daughter.
- Seek educational experiences that expand adult options for your son and daughter.

Personal Support for Teachers

- Join or establish an area or regional inclusive curriculum group for staff.
- Share successful strategies (and failures) with colleagues.
- Share new resources with colleagues.
- Exchange research articles with colleagues.
- Apply for grants to subsidise equipment.
- Encourage visitors, especially senior staff and others who control the purse strings, into the classroom to see what you are doing.
- Consider publishing your work in journals, local newsletters, group publications.
- Attend in-service courses, conferences.

CONCLUSION

Our society suffers if we limit the contribution individuals can make to its development and well being because of the gender of individuals. Shelley and Brett deserve to see their future as a broad panorama of limitless possibilities. Early childhood teachers have a unique opportunity to influence the development of the young child because they work so closely with parents. Let's take advantage of our position to widen the horizons of parents and encourage the development of a wide range of skills and an expectation of participation and success of girls and boys in an extensive array of activities. By addressing the issue of a gender inclusive curriculum at the early childhood level we increase our children's self esteem and hence increase their chances of success in further schooling.

References

Adams, C. and Walkerdine, V. (1986) *Investigating Gender In The Primary School.* Inner London Education Authority.

Anderson, D. and Verboorn, A. (1983) *Access To Privilege: Patterns of Participation in Australian Post-Secondary Education.* Australian National University Press.

Australian Bureau of Statistics. (Nov. 1985) *The Labour Force.*

Bruce, W. (1985) The implications of sex role stereotyping in the first years of school. *Australian Journal of Early Childhood* Vol. 10(2).

Clelland, J. et al. (1986) Gender Inclusive Curriculum. *Equals* Magazine from the Education of Girls Unit. S.A. Education Department. Issue No. 2.

Commonwealth Schools Commission Report by the Working Party on the Education of Girls. (1984) *Girls and Tomorrow – The Challenge for Schools.* Canberra.

Ebbeck, M. (1985) Preschool teachers interactions with boys as compared with girls. A report on an observational study. *Australian Journal of Early Childhood* Vol. 10(2).

Gilligan, C. (1982) *In A Different Voice.* Harvard University Press. Cambridge.

Gissing, J. and McGrath, R. (n.d.) *New Ideas For Girls and Boys.* Booklet 7. Community Child Care Co-operative Ltd. Sydney.

Hodgeon, J. (1985) *A Women's World? A Report on a Project in Cleverland Nurseries on Sex Differentiation in the Early Years.* Cleverland Education Committee.

Leder, G. (1981) Barriers to success in mathematics. Paper presented at the conference Expanding The Option - Girls, Mathematics and Employment. Social Development Unit. Office of the N.S.W. Minister for Education. Sydney.

Meade, A. (1986) Are early educators meeting children's demands or needs? *Australian Journal of Early Childhood* Vol. 10(1).

Morgan, D. (1986) *Girls Education and Career Choice. What the Research Says.* Commonwealth Schools Commission.

Spender, D. (1982) *Invisible Women – The Schooling Scandal.* Writers and Readers. London.

Whyte, J. (1983) *Beyond The Wendy House. Sex Role Stereotyping in Primary Schools.* Longmans.

Further Reading

Aspinwall, K. (undated) *An Equal Start. Guidelines for those working with under-fives.* Equal Opportunities Commission. Sheffield.

Clelland, J. (Ed.) (1986) *Equals.* Magazine from the Education of Girls Unit. South Australian Education Department. Adelaide.

Commonwealth Schools Commission's Working Party on the Education of Girls. (1975) *Girls, School and Society.* Canberra.

Commonwealth Schools Commission (1987) *The National Policy For The Education Of Girls In Australian Schools.* Prentice-Hall of Australia.

Davies, A. et al. *Of Primary Importance – Making the change for equality.* Education Department of Victoria. Melbourne.

Elliott, A. (1984) Creating non sexist day care environments. *Australian Journal of Early Childhood* Vol. 9(2).

Fowler, R. (1983) Sexually Inclusive Curriculum. *The Victorian Teacher.* 5 September. Melbourne.

Meade, A. and Staden, F. (1985) *Once Upon A Time, Amongst Blocks and Car Cases... Action Research to Enable Girls' Mathematics Learning.* New Zealand Council For Education Research. Wellington.

McGill, L. (1986) *First Reflections. Equal Opportunities in the Early Years.* Inner London Education Authority.

Pretlove, D. and Thompson, L. (1985) *Affirmative Action for Girls.* A Commonwealth Employment Programme Project.

Sprung, B. (1975) *Non-Sexist Education For Young Children: A Practical Guide.* Citation Press. New York.

Taylor, A. (undated) *Towards A Non Sexist Daycare Environment. A Checklist For Caregivers.* Lady Gowrie Child Centre (W.A.) Inc.

Women's Action Alliance. Sex Equity in Education Program. (1988) *Equal Play: a resource magazine for adults who are guiding young children.* New York.